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ABSTRACT

This document briefly discusses what the National Diffusion Network (NDN) has to offer students in private schools, notes that it is a requirement of the program that private school students be included, describes the program, and discusses how the participation of private school children can be maximized. Appendices list NDN state facilitators, major private school organizations, the directors of the Council for American Private Education, state representatives for private education, and state department of education nonpublic education liaison officers. (IRT)

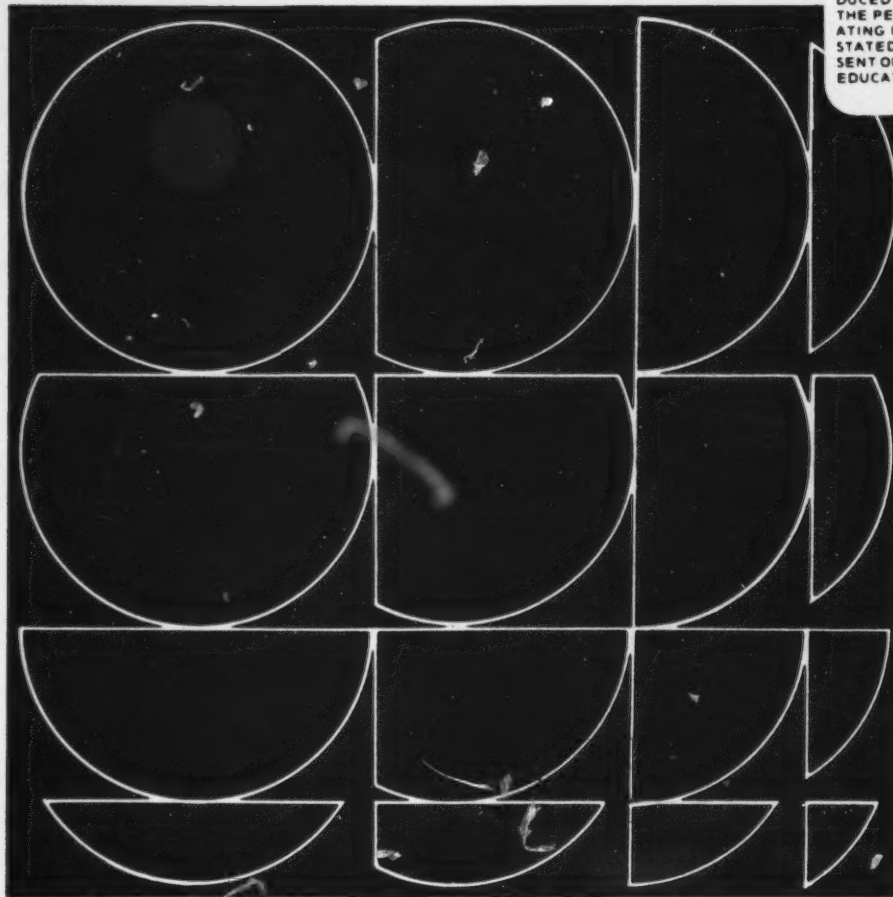
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PRIVATE (NONPUBLIC) SCHOOLS ARE PART OF NDN -- OR THEY SHOULD BE

(Second Edition)

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PRIVATE (NONPUBLIC) SCHOOLS ARE PART OF NDN -- OR THEY SHOULD BE

- . Pennsylvania's State Facilitator sent a general mailing to all chief school officers, Intermediate Unit directors, and private school administrators, announcing the new State Facilitator function and providing a complete list of D/D projects. The letter explained the awareness, observation, training and adoption process that schools could go through if a particular project met local school needs.
- . The Texas Region X Facilitator Project staff established a Dissemination Advisory Council made up of 23 public and private school teachers, principals, superintendents, college and university personnel, representatives of the Texas Education Agency and the USOE Regional Office to consider policy and program matters.
- . The Miami Diocesan Director of Federal Programs became aware of a project through the Florida State Facilitator in Chipley. When she learned that a training workshop on the project would be held, she contacted the principal of one of the high schools to determine if a member of the staff might be interested in that training. A guidance staff member was selected. After the workshop, she shared the curriculum materials and techniques with her guidance counselor peers.
- . In Missouri, as a result of the State Facilitator's efforts, the Seventh-day Adventist School System installed one project in 16 of its 17 schools throughout the state. The Facilitator has conducted in-service workshops for private schools on Saturdays to open attendance to more teachers and administrators.
- . New Jersey, as part of its operational strategy, ensured that every principal, curriculum coordinator, superintendent, Board President, parochial and private school, and educational organization received the booklet, "A National Communications Network -- Your Link with Educational Programs That Work." Further, the state set as one of its goals, and worked to secure, the adoption in public and private schools of at least 25 general education projects from other states.
- . Massachusetts' Diffusion Assistance Project sent a letter describing its purposes and services, together with descriptions of each D/D project, to 211 private principals and headmasters. Response forms denoting interest in specific projects were received from 70 private schools, roughly 10% of the total private schools in the state. The State Facilitator has also developed channels of communication with the Catholic schools, directly to the building level, keeping the Archdiocese informed to the extent they wish. In working with the independent schools, the

Facilitator staff co-sponsored an awareness conference with a private school which had been the first adopter. The endorsement of the school's director and the school's evident gain led 13 more schools to adopt ten different projects. These, together with adoptions in parochial schools (roughly a third of the buildings in the State), accounted for a total of 20-30% of the state's adoptions.

- . Minnesota provides technical assistance to public and private schools in matching needs and interests with Diffusion Network resources.
- . The Case Study of a D/D in New York State shows how private schools may become involved in the National Diffusion Network. The project, the ECOS Training Institute, teaches educators in a three-day workshop how to design a curriculum by using environmental education as a model. ECOS has made its services available to Catholic schools in Westchester and Putnam Counties, two of ten which constitute the Archdiocese of New York, with 71 elementary and 18 high schools. ECOS came to the attention of the Archdiocese administrators when the D/D involved a teacher from a local Catholic school. Based on this experience, the Archdiocesan administrators became enthusiastic about making ECOS training available to other private school educators. A needs assessment confirmed that the referenced Catholic schools could benefit from participation in ECOS. ECOS is now an ongoing part of the Archdiocese program.

WHY INVOLVING PRIVATE (NONPUBLIC) SCHOOLS IS NOT JUST A FRIENDLY GESTURE

The foregoing are examples of what some states are doing to meet their responsibilities toward private school children in the national diffusion effort, as well as instances where private, nonprofit schools have taken the initiative to access the Network. While these endeavors may be viewed as friendly gestures by some, it should be recognized that laws, regulations and policy mandate that private school children be given full opportunity to enjoy the advantages of the proven and approved educational programs in the NDN armamentarium.

- . NDN is a delivery system designed to disseminate information and to provide technical assistance to local school systems, public and private, in order that they may adopt exemplary practices approved by the Joint Dissemination Panel (Federal Regulations on the NDN program, 1/5/77). Parenthetically, the Regulations define "schools" to include public and private, nonprofit schools and programs involving:
 - Being informed about NDN projects,
 - Being assisted in determining the appropriateness of NDN programs to meet their assessed needs,
 - Having an opportunity to visit demonstration sites, when appropriate,

- Receiving consultation during program development,
- Receiving technical assistance after installing an adopted NDN program.
- . Equitable, appropriate participation of private schools is required in Title IV-C (formerly Title III) projects. Since they have been partners in Title IV-C efforts, they consequently should have every opportunity to make use of the resulting proven product. By "equitable" is meant that (a) private school children participate in proportion to their numbers in the area served by the project; and (b) private school children and teachers receive the same or comparable services as those in public schools.
- . USOE Commissioner Ernest L. Boyer, at a recent meeting of Directors of the Council for American Private Education, stated as policy: "We are determined to see to it that private school children are fully served by those OE programs for which they are eligible . . . We will not accept careless administration in this essential matter."
- . Congress has increasingly emphasized that many Federal programs are open to all children, calling for involvement and provision of services to private, nonprofit school children. Among these are the Elementary and Secondary Education Act of 1965 and its subsequent revisions, including support for innovative programs (Title IV-C). This "child benefit principle" thereby becomes a prominent feature in much federal education legislation, opening wide access for private school participation.
- . The Supreme Court, in cases relating to private school participation, including parochial schools, has upheld the mandate that private school children should benefit, with certain exceptions, in the same way that public school children do from Federal educational programs.

FOR THOSE NOT YET FAMILIAR WITH IT, WHAT IS THE NDN?

The National Diffusion Network is a system for dissemination of educational programs documented as effective by a panel of educational evaluation specialists, and consequently, worthy of implementation by other schools, public and private, whose needs match the purposes of the selected programs. Basically it comprises three elements:

- . A Joint Dissemination Review Panel (JDRP) which serves as a quality control or consumer protection agent by subjecting proposed programs and practices to review and evaluation by experienced members of the U.S. Office of Education and the National Institute of Education.

If objective evidence of success from the experimental program on which the project was developed is verified in this review, the JDRP approves it for dissemination to other schools.

- . A State Facilitator (SF) who links local education agencies and private schools with staff of JDRP approved projects, designated by the term "Developer/Demonstrator." A list of State Facilitators appears as Appendix A.
- . Developer/Demonstrators (D/Ds), the approved exemplary Title I or Title IV-C (formerly Title III) projects, whose staffs are able and willing to provide assistance and information to transfer their successful programs to other schools, public and private, throughout the nation.

State Facilitators and Developer/Demonstrator staffs are the principal contact points for private schools wishing to access the National Diffusion Network. More specific ways to effect productive linkages with them are described later.

PRIVATE SCHOOL ORGANIZATION IS DIFFERENT FROM PUBLIC

It is not necessary here to describe the hierarchy of public school systems in the United States, except to say that it is more or less uniform from state to state and that it is quite highly structured, notwithstanding the fact that local wishes dictate a good deal about the content and curriculum within individual school systems.

The private school sector of American education, on the other hand, is much less consistently or formally organized. The private sector includes church-related and nonsectarian schools; some are members of church school systems and some are independent. Some understanding of these differences may facilitate, for public officials, the process of reaching them for involvement in NDN.

- . As a single entity, the Roman Catholic schools enroll the largest number of private school students (about 75 percent) and tend to be organized in more formal ways. In general, these schools are grouped regionally by diocese with a bishop in charge, but individual Catholic schools may be under diocesan direction, under parish direction, under the direction of a Catholic order (independent), or under the direction of a lay board of control.
- . Most other church-related private schools are members of an appropriate national organization, some more highly organized than others. (A list of the major organizations serving these schools is attached.)

- . Many, but not all, nonsectarian private, nonprofit schools are members of the National Association of Independent Schools which, like some of the organizations serving the church-related schools, maintains a position of considerable detachment in terms of individual school policy or program.
- . The Council for American Private Education (CAPE) is a coalition of 14 private school organizations. (They are indicated by asterisk on the enclosed list of private school organizations.) Together, the member organizations in CAPE represent about 15,000 private, nonprofit schools, enrolling some 4.2 million children. The Council speaks for its constituents and serves as a broker to those interested in identifying persons in the private schools, but in no way does it impose uniformity of policy or program upon them. In many instances, the component organizations, all of which are national, have their own regional, state, or other geographically designated organizations.

State-level organizations affiliated with the national CAPE have sprung up in a number of states, affording a single contact point for the State Facilitator attempting to reach the private sector. There is a CAPE State Representative in each state. The State Representative roster as of March 1, 1978, appears as Appendix C.

Thus, while private schools are not organized in the same hierarchical precision as the public schools, means of access to them do exist, in large part through the structures described above. Still, there may be need for creativity in reaching a segment of schools not included in these more or less formal arrangements. One additional source of information about private schools is the National Center for Education Statistics, which accumulates data from schools for federal reporting purposes and has a national roster of about 18,000 schools organized by state.

HOW CAN PARTICIPATION OF PRIVATE SCHOOL CHILDREN IN NDN BE MAXIMIZED?

The success of State Facilitators, Developer/Demonstrators and private school officials in extending the advantages inherent in NDN to private school children has made it possible to prepare a list of suggestions for others who wish to achieve similar results. In large measure, what underlies them all is greater personalization of relationship which leads to elevation of trust between public and private school officials and better communication between them.

Suggestions for State Facilitators

- . Institutionalize regular channels of communication with the private school sector. This may take the form of an advisory council; a standing committee; an ad hoc (by project) group; or an informal set of meetings, such as regularly scheduled luncheons.

- . Make policy jointly, regarding both rights and responsibilities for diffusion to private schools. A written statement will avoid problems that may occur when the principal policymakers change. Include in these statements criteria for giving assistance and evaluating results.
- . Name a person with specific responsibility for diffusion to private schools. In each state education agency there is a person named to provide liaison services with private schools. In about a dozen states this assignment is full time; in most, it is not. As an example, the Rhode Island State Department of Education has created an ombudsman position for the private schools, responsible for reviewing the adequacy of all private school participation in public programs. The list of SEA liaison people as of January, 1978, is attached.
- . Develop a complete list of private, nonprofit schools in the state. The NCES national roster of private schools will be useful if the SEA does not have one. Obtain information on their structures, hierarchies if any, the nature of their decentralization or centralization, and the name and address of their principal officer. CAPE has state rosters of contact people for each of the Council's member organizations. For needs assessment information, learn their common concerns. Work to the maximum effort, at the school level, obtaining hierarchical approvals where required.
- =
- . Inform private school officials of the law and regulations, both federal and state, under which the NDN operates.
- . Maintain separate statistics on private school and school child participation, including proportionality of "child benefit," as a basis for judging effectiveness in carrying out the policy of involving private schools.
- . Provide for communications that vary, as deemed necessary, with the different experiences, understandings and concerns of different private school constituencies. Provide also for maximum amounts of face-to-face contact with private school persons.
- . Locate, train and support interested, capable, private officials to call and hold awareness conferences and otherwise serve as surrogate facilitators in the private school domain.
- . Where private school interest appears limited, work with one or a few innovative schools, the endorsement of whose official can help to stimulate other schools to become adopters of NDN programs.

Suggestions for Private Schools

- . Get involved in the entire Title IV-C process of planning, programming and evaluation as a foundation for involvement in using the products of that research.
- . Get to know the State Facilitator who is the focal point of NDN. Develop methods for a continuing relationship, formal and/or informal, as a way of leading to greater policy involvement in private schools. Offer your professional assistance in program design, monitoring and evaluation of private school projects.
- . Learn about the rights and responsibilities of private schools as based on federal and state law and regulations, particularly those related to Titles I and IV-C (ESEA) and the NDN. Be aware of limitations in involvement of private schools, including which costs may be legitimately covered by NDN funds.
- . Get valid assessments of your private school student needs, so as to be able to tie in to specific NDN programs that meet those needs.
- . Take the initiative with the State Facilitator or the State Commissioner if you feel that your children are not receiving the full benefit of NDN programs. Suggest establishing a regularized, formal mechanism for policy and program cooperation.
- . Establish within the private school sector, if possible, a person who may be trained to perform as a surrogate facilitator for the NDN effort in the private schools.

Sources of Information and Ideas for this Paper:

- At USOE: Lee Wickline, Jean Narayanan, Drew Lebby, Lew Walker, and Dwight Crum
- At CAPE: Robert Lamborn, Fred Rhineland
- D/D or
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Frank Thompson (NY) and Maggie Schwartz; Jolene Schultz (MO);
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APPENDIX A

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The individuals listed here can provide additional information on programs and can help districts (both public and private) within the states locate programs appropriate to their local needs.

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